***GRASPS Frame***

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| ***G***  Real-World **Goal** | The goal of this unit on The Industrial Revolution is to allow students gain an understanding of what the Industrial Revolution is and what were the factors that led to the start of Industrial Revolution. Students will also gain an understanding of the different advances that came out during this time and how did it have an effect in the world during that time by developing a timeline or graphic organizer. Students will also gain an understanding of the political, economic, and social impacts the Industrial Revolution brought upon in the world. |
| ***R***  A meaningful **role** for the student | Students will play the role of historians trying to locate the information that they will use for their presentations from primary and secondary sources in order to show their understanding of how the Industrial Revolution had an effect in the world. |
| ***A***  Authentic real-world (or simulated) **audience** | Students will be presenting their selected project to the peers in their classroom where their peers will provide feedback by grading the student’s project based on the rubric that are provided in order for the student to see where their high points and low points are and how it could’ve been a better presentation. |
| ***S***  A contextualized **situation** that involves real-world application(s) | Students will select an innovation from the Industrial Revolution that they find interesting and look for information on how it affected a certain area during the Industrial Revolution and find out how that innovation helped an industry during that time and seeing how that innovation led to newer and better technologies that came out in future. |
| ***P***  Student-generated culminating **products** and **performances** | Students will be given choices on how to present their project. The choices that the students will have are from PowerPoint, Prezi, writing an essay, creating a timeline, and creating a graphic organizer.  The students are required to tell the teacher the type of project they would like to present so it can be approved as well as giving the teacher to produce rubrics that describe what are needed for each project. The projects that the students work on will be presented in front of their peers and teacher. |
| ***S***  Consensus-driven performance **standards** for judging success | Each student will be given a rubric where they will input their peers’ presentations or projects. The rubric will also show each student what the teacher will be looking for. The rubric will have the following categories of how I will be grading: Group Participation, Varieties of sources used (Primary and Secondary), Presentation, and content of Presentation. The presentation will also be graded by their peers so that they the student that is presenting will not only receive feedback from their teacher but also from their peers. |